

Pro-Vision Academy Charter School

High School Social Studies

Distance Learning Plan

Week of April 6-10, 2020

World History
(Suggested: 90 minutes of off-line activities)
Please submit assignments to Mr. Gordon at jgordon@pvacademy.org

Weekly Project

Monday- Thursday: April 6-9, 2020

You are working as an intern at Global Exploration for Educators Organization (GEEO) and have been given your first project, which is to create a River Valleys Civilizations tour. The tour will last 10 days and should educate travelers about the geography and the major developments of the River Valley Civilizations. A detailed itinerary of the planned tour and a presentation of tour highlights will be presented to your boss. A separate group will analyze the tour costs, so you do not need to worry about that in your preparations. The itinerary should include information about each of the locations, what activities will take place at each selected location/place, a map of the travel route, details about modes of transportation from one site to another, and an overview explaining why the particular locations on the itinerary were chosen to be included in the tour. Your boss expects the locations to be carefully and thoughtfully chosen and for the outline report to be accurate, detailed, reflect proper use of grammar and spelling, and include a bibliography of sources. (Note: A model of itineraries can be found at the GEEO website. You can present this information in a variety of formats, digital slide show, video cast, prezzi, etc.)

Friday: April 10, 2020

Complete your project for the week and submit to jgordon@pvacademy.org

If you have questions, please email Coach Gordon.

World Geography

Please submit assignments to Mr. Gordon at jgordon@pvacademy.org

Monday- Tuesday: April 6-7, 2020

Create a portfolio of maps that represent a variety of formal, functional and perceptual regions. The portfolio should include at least five examples of formal regions, at least three examples of functional regions and at least two examples of perceptual regions. The portfolio should also include explanations with the examples detailing why that region is representative of a formal, functional, or perceptual region.

Friday

Complete the assignment for this week and submit to jgordon@pvacademy.org

If you have questions about the assignments please email Coach Gordon.

U.S. History (Suggested: 90 minutes of off-line activities) April 6-10, 2020

Please submit assignments to Ms. J. Jackson at, jjackson@pvacademy.org
Please use this week to complete all lessons from last week

Monday

Standards: US.2A, US.2B, US.7C

Activity 1: Attack on Pearl Harbor

1. Activate your prior knowledge about the Pearl Harbor attack and answer the following questions:
 - What happened at Pearl Harbor?
 - Who were the parties involved in the attack?
 - Why was this attack such a shocking act?
 - How did the nation respond to the attack?
2. Pretend you are an American journalists/newscaster and describe the Pearl Harbor attack to the American public. Be sure to include important information from the questions above.

Activity 2: Discussion Post- Do you think the response towards to Japanese-Americans and Japanese immigrants was appropriate? Defend your answer.

Tuesday

Standards: US.7G

Activity 1 Read: The Tuskegee Airmen World War II

The Tuskegee Airmen, officially known as the 332nd fighter group, were the first African Americans to fly planes in the U.S. military. Although they faced severe discrimination in the country and mandates of the Jim Crow laws in the south, they volunteered in large numbers to help fight in World War II.

Activity 2 Write: Answer the Following Questions:

1.Pretend you are a Tuskegee Airmen and answer:

- (1) How does a person overcome adversity?
- (2) How do people create change?
- (3) How are we changed by war?

Wednesday

Standards: US.7C

Activity 1 Read: After the Attack on Pearl Harbor/ The internment of Japanese Americans/ Executive Order 9066

The unconstitutional manner in which Japanese Americans were stripped of their homes and livelihoods remains an unresolved dark chapter in American history:

- In 1944 the U.S. Supreme Court upheld the constitutionality of sending Japanese Americans to detention centers where they were held under armed guard during the war. Later that year the Supreme Court said that Japanese Americans of proven loyalty to the United States should be released. The camps were closed in 1945.
- In 1952 Congress finally granted Japanese aliens the right to become naturalized citizens.
- In 1980 Congress created the Commission on Wartime Relocation and Internment of Civilians which had the task of reviewing President Roosevelt's Executive Order 9066. The Commission determined that Japanese Americans had been the victims of discrimination by the U. S. government.
- In 1988 Congress passed and President Ronald Reagan signed the Civil Liberties Act which provided for an official apology from the President of the United States and a payment to camp survivors of \$20,000 per person. 243 members of the House and 69 members of the Senate voted in favor of this bill, and 141 members of the House and 27 members of the Senate opposed it.

These are the words of Emi Somekawa, a nurse, a married woman, born in Portland, Oregon, who was pregnant with her second child when she and her family were sent to the internment camps. Her second child was born in a smelly horse stall, where the family lived for months at the Portland Assembly Center, before they were moved to one of the permanent camps at Tule Lake.

"Not only was it a most traumatic time in my life, but it was also the most frustrating

period, because I felt that all of our accomplishments up to that time were gone. Yet, if it had to be this way with President Roosevelt's orders, we just had to make the best of it. I've often felt that we'd lost several years of my younger life because of being in camp. I'm bitter towards it. I have tried to cope with it the best I can by educating my children, and I've tried to serve the community the best I know how. I hope that something like this will never happen to another group of people or to us ever again. But sometimes I wonder."

— John Tateishi, *And Justice for All: An Oral History of the Japanese American Detention Camps*.

Activity 2 Write: Do you think it is possible that in some future situation, a racial or ethnic group of American citizens could be sent to detention camps like the Japanese were during World War II?

1. Compare and contrast this experience to that of Muslim Americans in the post-9/11 era.
2. Can you think of any circumstances that would justify the mass arrest of a racial or ethnic group?
3. Can you think of anything similar that has happened to other racial or ethnic groups in American history?

Thursday

Standards: US.7A, US.7B, US.7C, US.7D, US.7E, US.7F, US.7G

Activity 1: Activate your prior knowledge about World War II and write a news article about the ending of the Second World War. The news article should include a title, a lead paragraph that addresses who, what, when, where and why of the report, and additional paragraphs that provide background information on the role of the U.S. Armed Forces in the war. Be sure to include details about how World War II ends.

Friday

Standards: US.7A, US.7B, US.7C, US.7D, US.7E, US.7F, US.7G

Activity 1: You are a historian who has written several books and have been contracted by the American Historical Association (AHA) to assist in the development of a new app. The new app will provide users with information about historic sites, much like historical markers do for travelers. The AHA has requested that you identify five locations, two of which must be within the United States that you identify as worthy historic sites related to America's involvement in the Second World War. Please identify the historical sites that you selected and describe the importance of each. Remember important groups like the Tuskegee Airmen and The Navajo Code Talkers!

Note

Please email Ms. J. Jackson with any questions at jjackson@pvacademy.org

Government
(Suggested: 90 minutes of off-line activities)
Please submit assignments to Ms. J. Jackson at jjackson@pvacademy.org

Please use this week to complete all assignments from last week.

Monday

Standards: G.2A, G.2B, G.9A, G.14A, G.14B, G.14C, G.19A

Activity 1: The political process is influenced by political parties, individuals, interest groups and the media in a variety of ways and using a variety of methods. **Answer the following questions:**

- (1) What are all the ways an individual can become involved in the political process?
- (2) In what ways do interest groups and the media affect the political process?
- (3) What methods are used by individuals and groups to influence the political process?
- (4) In what ways have technological advances affected the political process?

Tuesday

Standards: G.13A, G.13B, G.13C, G.19A, G.19B, G.19C, G.20A

Activity 1: Citizens in a democracy are expected to be civically engaged in the political process.

Answer the following questions:

- (1) What rights, responsibilities, obligations and duties do American citizens have in the political process?
- (2) What criteria are in place in Texas for citizens to be able to vote?
- (3) How do you register to vote?

Activity 2: Write a persuasive essay (2 paragraphs) that will convince a family member or friend the importance of voting.

Wednesday

Standards: G.2B, G.10A, G.10B, G.15A, G.19A, G.19B, G.20A, G.20B

Activity 1: Political parties the United States provide a venue for citizens to initiate change, express a point of view, and transform public policy.

First, identify the major political parties in the United States and answer the following questions:

- (1) What are the characteristics of each major political party in the United States?
- (2) What role do political parties play in elections?
- (3) How have third parties affected the political process in the United States?
- (4) How do citizens become involved in political parties

Thursday

Standards: G.2B, G.10A, G.10B, G.15A, G.19A, G.19B, G.20A, G.20B

College campuses across the United States have found themselves at the center of a raging free speech debate. As controversial figures, like white nationalists, book gigs at universities -- many are calling for limits to provocative speech on campuses, while others advocate free speech for all, including the haters. Can college campuses ban speakers?

Activity 1: Write a paragraph explaining why or why not free speech should be banned at colleges and universities across the United States.

Friday

Standards: G.2B, G.10A, G.10B, G.15A, G.19A, G.19B, G.20A, G.20B

Facial recognition is creeping more and more into our daily lives. Facebook and Google use it for auto-tagging photos. Snapchat uses it to create hilarious filters. And Apple's new iPhone will allow you to use your face to unlock your phone. But this same technology can be used by governments and companies to learn as much as they can about you.

Activity 1: Write a persuasive essay (2 paragraphs) either in support of or against the use of facial

Note

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Economics
(Suggested: 90 minutes of off-line activities)

Monday

Watch the local or national news then write a summary of what you saw. In this summary include:

1. What was the focus of the major stories?
2. How do these stories affect you and your family?
3. What examples of Supply and Demand did you see? Explain the impact of this. If you didn't see any examples explain how Supply and Demand are being impacted by the Coronavirus (COVID-19).
4. Predict what you think will be the most important stories the news will focus on the following day or week.
5. If you were running the news cast, what would you have included in the stories?

Tuesday

If you could pick which type of economic system you live in, which one would you pick? Identify the type of economy. Explain how you would benefit from this type of economy. Also explain what rights or freedoms you would lose under this type of economic system.

Wednesday

What effect do you think Coronavirus (COVID-19) will have on the economy of the United States? What economic effect will COVID-19 have on your family? Is there anything the government could do to help the economy?

Thursday

Create a Venn Diagram (or other graphic organizer of your choice) comparing and contrasting two historical figures from Economics.

Suggestions, but you are not limited to this list:

Friedrick Hayek, Milton Friedman, John Maynard Keys, Adam Smith

Friday

Create an acrostic poem, song lyrics, or a rap. Select a word, person, event, or concept from Economics.

To create an acrostic, follow these five easy steps:

- 1 Decide what to write about.
- 2 Write your word down vertically.
- 3 Brainstorm words or phrases that describe your idea.
- 4 Place your brainstormed words or phrases on the lines that begin with the same letters.
- 5 Fill in the rest of the lines to create a **poem**.

Example using the word History:

Helps people know about the past

Intertwined with events

Staories about our past

Teaches our successes and failures

Offers respect for others

Yesterday connected to today

Some suggested words you might use: (you are not limited to these words)

Economics, Investments, Entrepreneurship, Competition, Free Enterprise, Communism, Supply and Demand, Socialism, Trade, Budget